**Application pack for**
**Learning Support Assistant**
**Pay scale C, step 1**
**Annual salary £26,018 FTE pro rata**

**Closing date: Midday Friday 20th November 2026**
**Interview date: Tuesday 24th November 2026**
**Intended start date: As soon as possible**

Shakespeare Infant School
Shakespeare Road
Eastleigh
SO50 4FZ

02380 573888
adminoffice@shakespeare-inf.hants.sch.uk

Shakespeare Infant School offers an excellent place to work and learn with lots of professional opportunities to develop and improve. It is a forward thinking and dynamic school. We set and achieve high standards for all our children and work colleagues. Our "We Care" approach permeates all that we do.

Shakespeare Infant School currently has 194 pupils in eight single-age classes. The original building was built in 1931, with a three-class extension added in more recent years. As well as the class areas we have a library, an all-weather surface, sensory garden and pond area, mini orchard, a Learning Lab for food nutrition work, field, playgrounds, a play trail and an imaginative play area. We have large areas of woodland which the children really benefit from and we spend a lot of time outside in our wonderful grounds.

We have a strong and inclusive "We Care" ethos which influences behaviour and relationships. Everyone within the school is encouraged to model this through outstanding practice. We celebrate and share individual achievements in a variety of ways. Our integrated curriculum credits connections between subjects and is underpinned by our learning values.

**Job/Person Summary**
We are looking to appoint an experienced Learning Support Assistant to join our caring, hardworking and dedicated team. The successful candidate will provide high-quality learning and pastoral support for children in class, in small groups and on a one-to-one basis, helping them to thrive academically, socially and emotionally.

This is a rewarding but demanding role and requires someone who is dependable, resilient and committed to making a positive difference to the lives of young children. We are particularly interested in candidates with experience of supporting a range of pupils, including those with Special Educational Needs and Disabilities (SEND) and Education, Health and Care Plans (EHCPs).

The successful candidate will be passionate about helping all children develop independence, confidence and kindness. They will value every child as an individual, understand how to remove barriers to learning and be able to build positive relationships with children, families and colleagues. Good communication, IT skills and a high standard of literacy and numeracy are essential.

You will work closely with class teachers, senior leaders and other professionals to support pupils both academically and pastorally. Our Learning Support Assistants play a vital role in ensuring that every child feels successful, included and able to achieve their potential.

Previous and recent experience of phonics and supporting children with SEND is desirable, although high-quality training and professional development will be available for the right candidate.

**We are looking for someone who:**

- Has a strong work ethic and is punctual, reliable and professional
- Understands the importance of consistency, continuity and high expectations for children
- Demonstrates a commitment to helping every child achieve their very best
- Has experience of supporting pupils with a range of needs and abilities
- Builds positive and respectful relationships with both children and adults
- Works effectively as part of a team whilst also showing initiative and independence

- Has a calm, patient and positive approach, even in challenging situations
- Is resilient, adaptable and able to manage competing demands effectively
- Has excellent communication, organisational and interpersonal skills
- Is able to meet the practical demands of working in a busy infant school environment, both indoors and outdoors
- Supports and promotes the values and ethos of our highly inclusive school
- Is caring, compassionate and committed to helping children thrive

**In return, we can offer:**

- A comprehensive induction programme and commitment to high-quality professional development
- A friendly, welcoming and highly inclusive school community
- Happy, enthusiastic and exceptionally well-behaved children
- A positive working environment with excellent resources
- High-quality training to support you in your role and future career development
- A supportive, ambitious and motivated leadership team
- A culture of teamwork, high expectations and continuous improvement
- Access to a Wellbeing Support Service

We are a highly inclusive school with high expectations for all children and staff. We believe every child can succeed with the right support, relationships and opportunities, and we are seeking a Learning Support Assistant who shares this belief. The successful candidate will take pride in their work, value consistency and reliability, and be committed to helping every child thrive.

**Application Procedure**

Visits to the school would be warmly received. The Head of School will also happily talk to candidates about the role over the phone.

**The interview process will include a 15-minute story telling session with a small group of mixed attainment children. Please come prepared with an age-appropriate book to share- creativity is welcomed! This will be followed by a 30-minute interview.**

The application pack containing the job description and person specification, can be found on our school website www.shakespeareinfantschool.co.uk under vacancies. Please return your completed application form either by post or email to adminoffice@shakespeare-inf.hants.sch.uk to reach us by midday on Friday 20th November 2026. Interviews will be held on Tuesday 24th November 2026.

**Applications will be considered as soon as they are submitted. Early applications are encouraged and we reserve the right to close the vacancy before the closing date if suitable candidates are found. This advert was placed on Friday 13th November 2026.**

All safer recruitment checks will be undertaken before the successful candidate can join the team.

**Both references will be taken and are a crucial part of the selection process. Please ensure you have included <u>two</u> relevant referees on your application form.**

PLEASE READ THE FOLLOWING INFORMATION VERY CAREFULLY

Completed application forms should:-

- Convince us that you will be a positive addition to the team.
- Relate specifically to the job profile and person specification.
- Name two referees on your application form. **If you have previously worked in a school then the headteacher must be included as a referee**.
- The application paperwork must reach the school office by midday on Friday 20th November 2026 and can be submitted electronically to adminoffice@shakespeare-inf.hants.sch.uk

PLEASE NOTE:

Interviews will be held on Tuesday 24th November 2026. **You will be telephoned if you are being invited to interview**. Please ensure you include a phone number on your application form. If you do not hear from us personally, you have not been successful on this occasion.

The interview and the task with a small group of children will be in school.

Ideally to save paperwork and postage we would prefer to email the necessary paper work. However, if you would like a hard copy please ask and we will happily send you a pack.

Thank you for expressing an interest in this position.

Nikki Wilson
Executive Headteacher

<table>
<tr><th colspan="2">JOB DESCRIPTION</th></tr>
<tr><td>Post</td><td>Learning Support Team<br>Learning Support Assistant<br>Term time only</td></tr>
<tr><td>Hours</td><td>27.5 hours per week</td></tr>
<tr><td>Working pattern:</td><td>
<table>
<tr><th>Day</th><th>Times</th><th>Total</th></tr>
<tr><td>Monday</td><td>08:45 – 15:15</td><td rowspan="5">1 hour unpaid lunchbreak Mon – Fri<br><br>27.5 hrs</td></tr>
<tr><td>Tuesday</td><td>08:45 – 15:15</td></tr>
<tr><td>Wednesday</td><td>08:45 – 15:15</td></tr>
<tr><td>Thursday</td><td>08:45 – 15:15</td></tr>
<tr><td>Friday</td><td>08:45 – 15:15</td></tr>
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</td></tr>
<tr><td>Responsible to</td><td>The class teacher for all class responsibilities<br>The year leader for year group issues<br>The senior leadership team (SLT)</td></tr>
<tr><td>Purpose of Post</td><td>To assist the class teacher in the organisation and running of the class in two main areas:<br>1. The personal and social development of the children<br>2. The academic progress of the children</td></tr>
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**Main Duties and Responsibilities**
**(In addition to the HCC Role Profile)**

Welfare**:**

- To promote children's positive attitude, self-esteem and personal development through communication and role modelling.
- To assist with supervision of pupils on their arrival/departure and during school times.
- To attend sick children and to administer first aid.
- To assist children with a change of clothes who have been sick or have had a toileting accident.
- To assist children with dressing and undressing, encouraging self-help skills.
- To do playground duties encouraging the children to socialise and learn to play.

Professional:

- To support the class teacher in enabling every child to reach their full learning potential.
- To assist the class teacher with the preparation of teaching resources where appropriate.
- To assist the class teacher in maintaining pupil records.
- To assist the class teacher with assessment activities under the direction of the class teacher and/or SLT. This includes contributing to Tapestry when appropriate.
- To take an active part in the Year Group Team's planning sessions as appropriate.
- To work with individuals or groups as directed by the class teacher.
- To assist the class teacher in meeting the specific learning needs of individual children.

- To deliver speech and language therapy programmes, intervention programmes and catch-up teaching to individual or groups of children as directed by the class teacher.
- To liaise with the class teacher and INCO/SENCO re personal plans.
- To work alongside class teacher in meeting parents to discuss individual children.
- To complete the transition programme and activities in line with school policy. This may include joining the class teacher and INCO/SENCO on home visits.
- To use positive behaviour management techniques in accordance with School Behaviour Management Policy.
- To use initiative when class teacher is absent, taking advice from senior teaching staff if necessary.
- To liaise with other teachers as necessary.
- To meet year team each week to discuss planning and needs of the children.
- To be reliable, punctual and use time highly effectively.
- Be aware of, and comply with policies and procedures relating to safeguarding, child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To have received and understood key safeguarding documents.
- Undertaking playtime supervision of pupils.
- To attend first aid training.
- Participate in training and continuing professional development.
- Attend relevant school meetings as required.
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.
- Ensuring children are supervised at all times and ensure children are safely received by an appropriate adult at the end of the school day.
- This is not an exhaustive list of duties. In line with the operational needs of the school, you may be required to undertake other duties when needed.

The postholder will be expected to support the aims of the school in promoting a positive learning environment and will be expected to function as part of a whole school team. The postholder needs to be flexible and adaptable. This will include liaising with, for example, other class teachers, the INCO/SENCO, other LSAs and SLT. It may also involve carrying out tasks that are not specifically class related but will assist in the smooth running of the school, e.g. helping with sourcing resources, setting up classrooms at the start/end of the academic year.

**This job description is open to change in negotiation between the Headteacher and the postholder.**

**PERSON SPECIFICATION**
**Learning Support Assistant**

| Qualifications | Essential | Desirable |
|---|---|---|
| Good basic academic qualifications, that must include Maths and English qualification equivalent to GCSE grade C or higher | ✓ | |
| Any relevant qualification linked to working with young children. | | ✓ |
| IT/computing qualifications. | | ✓ |
| Is first aid trained. | | ✓ |
| **Experience/Knowledge and Skills** | **Essential** | **Desirable** |
| Has a good understanding about how young children learn and develop and how you can help them to learn and develop more effectively. | ✓ | |
| Can manage children effectively using positive behaviour management skills. | ✓ | |
| Is creative and imaginative, e.g. making resources to support learning. | ✓ | |
| Is flexible and adaptable. | ✓ | |
| Shows initiative and can work independently | ✓ | |
| Understands the need for professionalism and confidentiality at all times | ✓ | |
| Can use a range of basic office equipment, e.g. laminator, photocopier. | ✓ | |
| Can use a computer effectively. | ✓ | |
| Has experience of working with children with SEND. | | ✓ |

**PERSON SPECIFICATION**
**Learning Support Assistant**

| | | |
|---|---|---|
| Has experience of working work children requiring positive handling strategies. | | ✓ |
| Has worked with young children in a professional capacity, eg, in a school pre-school for a minimum of 3 years. | | ✓ |
| **Relationships with children and adults** | **Essential** | **Desirable** |
| Can build positive and professional relationships with parents to ensure effective home school liaison. | ✓ | |
| Can work effectively and professionally as part of a team and understands the importance of team work. | ✓ | |
| An understanding of child psychology and how to motivate and raise children's self-esteem. | ✓ | |
| Can liaise with others and is polite at all times. | ✓ | |
| Can participate and establish positive playtimes. | ✓ | |
| Experience of supporting children managing difficult emotions | | ✓ |
| Experience of attachment and trauma related conditions. | | ✓ |
| **Presentation/professionalism** | **Essential** | **Desirable** |
| Has a kind, caring and positive attitude. | ✓ | |
| Enjoys being with young children and helping them to develop. | ✓ | |
| Has very good verbal and written language skills. | ✓ | |
| Has excellent presentation at all times. | ✓ | |

**PERSON SPECIFICATION**
**Learning Support Assistant**

| | | |
|---|---|---|
| Is considered to be a "people person" and can communicate effectively with all children and colleagues and has excellent interpersonal skills. | ✓ | |
| Is reliable and punctual and has an excellent attendance record. | ✓ | |
| Has a good understanding of the need for protection and safeguarding of pupils. | ✓ | |
| Is able to support the school's ethos and policies. | ✓ | |